OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
	Sondra Aguilera, Chief Academic Officer
Board Meeting Date	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - Thornhill Elementary School

Ask of the Board

Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Thornhill Elementary School.

Background

In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact

The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment

2021-2022 School Plan for Student Achievement (SPSA) for Thornhill Elementary School

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School:	**Thornhill Elementary School**
CDS Code:	1612596002216
Principal:	Steven Daubenspeck
Date of this revision:	5/24/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact:	Steven Daubenspeck	**Position:**	Principal
Address:	5880 Thornhill Drive	**Telephone:**	510-339-6800
	Oakland, CA 94611	**Email:**	steven.daubenspeck@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Thornhill Elementary School   **Site Number:** 157

☐ Title I Schoolwide Program	☐ Additional Targeted Support & Improvement (ATSI)	☐ LCFF Concentration Grant
☐ Title I Targeted Assistance Program	☐ After School Education & Safety Program (ASES)	☐ 21st Century Community Learning Centers
☐ Comprehensive Support & Improvement (CSI)	☒ Local Control Funding Formula (LCFF) Base Grant	☐ Early Literacy Support Block Grant (ELSBG)
☐ Targeted Support & Improvement (TSI)	☒ LCFF Supplemental Grant	

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: 5/24/2021

6. The public was alerted about the meeting(s) through one of the following:

   ☐ Flyers in students' home languages   ☐ Announcement at a public meeting   ☒ Other (notices, media announcements, etc.)

Signatures:

STEVEN DAUBENSPECK	*Steven Daubenspeck*	6/15/2021
Principal	Signature	Date
Alicia Streight	*Alicia Streight*	6/15/2021
SSC Chairperson	Signature	Date
Kathleen Arnold	*Kathleen Arnold*	6/15/2021
Network Superintendent	Signature	Date
LIsa Spielman	*Lisa Spielman*	6/16/21
Director, Strategic Resource Planning	Signature	Date

2021-22 SPSA ENGAGEMENT TIMELINE

School Site: Thornhill Elementary School   **Site Number:** 157

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/24/2021	SSC	Date of SSC vote per School Plan tracker
6/15/2021	SSC	Approved SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$76,100.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$23,400.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$52,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$0.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$76,100.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$76,100.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Thornhill Elementary School	**School ID:** 157

School Description

Thornhill Elementary is nestled in the picturesque hills of Oakland, with tree-lined streets and friendly neighbors. Thornhill's students reflect the diversity in our local neighborhood as well as the broader Oakland community. Students thrive in Thornhill's nurturing culture, which is as much a reflection of our approach to education as it is of the care and dedication shown by our administration, staff, teachers and parents. Thornhill is deeply rooted in a tradition of whole mind/whole body education as well as academic rigor. Our emphasis on academics is underscored by our high academic achievement – our 2013 API score was 946 – and we have kept this achievement up while maintaining a class ratio of 25:1, transitional kindergarten through third grade. Our rigorous curriculum is aimed at actively engaging students in the learning process while promoting higher levels of thinking. We believe that the delivery of high-quality curriculum - informed by subject matter knowledge and insight into children's needs – should be enlivened by spontaneity and fun. Educators, parents, and students collectively partake in creating a cohesive and caring environment. Our academic rigor, coupled with our approach to social and emotional well-being makes Thornhill not only a vehicle for education, but an ideal environment where all children matter and succeed.

School Mission and Vision

Mission
Our mission, and that of the district, is to educate all students so as to help them meet or raise their aspirations, to enable them to choose from the widest range of personal and career choices possible, and to prepare them to be effective, contributing citizens to society. A broad based curriculum is offered all students. The needs of targeted students (Underprepared, ELL, RSP, GATE) are met in the classroom through enrichment and differentiation of instructional techniques.

Vision
Our guiding vision is to ensure that all students have equal access to our core program within the context of the heterogeneous classroom. We attempt to balance classes equitably, based on gender, ethnicity, and academic achievement. We believe that such classrooms provide a rich learning and social environment for all students. Our rigorous curriculum is aimed at actively engaging students in the learning process, while promoting higher levels of thinking. We believe that the delivery of high-quality curriculum will be informed by knowledge of subject matter and insight into the needs of children while enlivened by spontaneity and fun.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	Strong Culture of Critical Thinking and Common Core shifts. 75+ % are at grade level in ELA and Math per SBAC, iready, RI	staff professional development focused on continuous improvement across multiple teams

Focal Student Supports	Focal Student Intervention by Grade Level Teacher and when funding alots by intevention staff, additional grants to support academic interventions for students in need	Budget Prioritization- School wide Focal Student Approach-- and Deliniation or Resources for Targeted Interventions
Student/Family Supports	Conferneces with parents regarding supports for students; zoom orientations increased attendance!	Relationships with parents and strong family involvement expectations
Staff Supports	Professional Development Focused on Differentiated Instruction	Teacher Leadership and Strong Teams---- Collective Efficacy
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
College/Career Readiness	multi-step word problems in math - how to teach, persuasive writing skills, ensuring all teachers can support strong science writing	covid pandemic, Teacher Turnover, lack of centralized professional development for STEAM has resulted in not having PD cycles @ these topics.
Focal Student Supports	struggling readers and writers or students lacking in conceptual understanding of mathematics	Funding: Insuficient Budget to support Tier 2 and 3 interventions for students; also need to pivot Tier 1 instruction to enhance focus on conceptual understanding in math
Student/Family Supports	pre-pandemic - Poor attendance at:PTA nights, Science and Math Nights, Tech Night, before and after school intervention (scholarships available)	parents are working and have little time in the evening; need to utilize existing virtual meeting technologies to increase size and diversity of participation in family engagement opportunities
Staff Supports	Not enought time to plan in grade levels, need for futrhter training on writing and early literacy	no funding to support teacher development via Instructional Facilitator or Teachers on Special Assignment

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.			
School Goal for May 2024:	85 % of student will be proficient in ELA. 80 % of students will be proficient in Mathematics, 75 % of students proficient in Science		
Instructional Focus Goal:	*All students experience success in the early years.*		
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2021 Target**	**Spring 2022 Target**

K at or above Mid-Grade (i-Ready)	All Students	n/a	70.0%	85.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	70.0%	85.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	65.0%	80.0%

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	n/a	75.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	85.0%
IAB ELA Above Standard	All Students	n/a	60.0%	80.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	70.0	85.0%

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	All Students	+15 points DF3	n/a	36.8
IAB Math Above Standard	All Students	n/a	50.0%	70.0%
CAST (Science) at or above Standard	All Students	n/a	n/a	80.0%

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024:	85% of students proficient in ELA			
Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	n/a	13.0
SBAC ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	15.0
IAB ELA Above Standard	Students with Disabilities	n/a	20.0%	13.0%
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	10.0%
Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	n/a	40.0
SBAC Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	15.0
IAB Math Above Standard	Students with Disabilities	n/a	46.3%	20.0%
IAB Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	15.0%
Instructional Focus Goal:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2021 Target**	**Spring 2022 Target**
ELL Reclassification	English Learners	Reclassify 16%	n/a	14.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024:	92% of students will feel connectedness-- O% suspension goal			
Instructional Focus Goal:	*All students build relationships to feel connected and engaged in learning.*			

Measure	Target Student Group	District Growth Targets	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	n/a	90.0%
Suspensions	All Students	-2pp	n/a	0.0%
Suspensions	African-American Students	-2pp	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	n/a	0.0%
Chronic Absence	All Students	-2pp	n/a	0.0%
Chronic Absence	African-American Students	-2pp	n/a	0.0%
UCP Complaints	All Students	n/a	n/a	n/a

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for May 2024:	Regular Communication with families- Consistent communication with staff			
Measure	Target Group	District Growth Targets	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	90.0%	90.0%
Teacher Retention	All Teachers	n/a	90.0%	90.0%

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Insuficient Funding for Academic Interventions for TITLE I students. Need for school grants to support students with Socio Economic Factors that limit additional interventions afterschool

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Thornhill Elementary School	SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: PBIS

Theory of Change:	By Implementing a school wide Positive School Culture we will develop the relationships necessary for students to feel safe to learn.
Related School Goal:	All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

PD focused around SEL and ONLINE Positive Learning Communities-- PD has been limited due to DISTANCE LEARNING Priority and there will need to be a shift to PBIS for in person schooling during COVID 19-

What evidence do you see that your practices are effective?

student showing positive communication skills online- students effectively participate in restorative justive meetings and classes- students affirming their cultural identities and collaborating

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

20-21 Standards-Based Instruction Priority: Science Writing, Mathematics and Writing accross the curriculum

Theory of Change:	By Implementing a strong writing program where students are writing in all genres and across the curriculum, students will have the opportunity to get to Mastery in ELA, MATH and SCIENCE
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Schoolwide continued focus on Science Writing and Writing accross the curriculum.

What evidence do you see that your practices are effective?

student work, online platforms that students use and data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

20-21 Language & Literacy Priority: English Language Arts

Theory of Change:	By providing ELA instruction and ELD instruction for English Language Learners,

Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously d

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
NO CHANGES

What evidence do you see that your practices are effective?
Teachers are teaching ELD in small groups- reclassification rates

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
no applicable changes

20-21 Conditions for Adult Professional Learning Priority:	**PROFESSIONAL LEARNING COMMUNITIES**
Theory of Change:	By using a clear protocol based tool to look and data to inform instruction and to collaborate in meaningful ways, teachers can use data regularly
Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Lang

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
All Teachers participate in weekly PLCs.   Teachers include classroom aides in addressing gaps in student learning by using Iready Data- Principal and Content Area Leads Participate in PLCs

What evidence do you see that your practices are effective?
Continuous adjustments in instructional practices, transparency in grade level data sharing, targeted interventions- FOCAL STUDENT DATA CONFERENCES

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
None

20-21 Conditions for English Language Learners Priority:	**English Language Development**
Theory of Change:	ELD instruction for all Englist Language Learners- per ed code
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
Due to COVID 19 out of class ELD instruction by support staff was reduced to support Distance Learning

What evidence do you see that your practices are effective?

RECLASSIFICATION
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
NONE
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET
Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?
NONE

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Thornhill Elementary School	**School ID:** 157

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"):	PBIS
Theory of Change:	By consistently teaching and implementing school wide and classrroom PBIS practices, ensuring that all staff have been trained on and use restorative practices, we will develop the relationships necessary for all students to
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	*ALL STUDENTS*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers teach specific school values: SAFE< MINDFUL<RESPONSIBLE	provide staff development through out the year- Starting with 1st 6 weeks school culture plan.	PBIS data and evidence from student conversations		Tier 1
1-2	Morning Meeting connected to building relationships among students and between adults and students	ensure all teacher implement classroom meeting protocols	schedules, share outs, asking students		Tier 1
1-3	All teachers use 5:1 practices as per PBIS Team to ensure healthy relationships with students.	observe teaching practices to ensure 5:1 and Tier 1 interventions are in place	relationships with students are Growth Mindset oriented---		Tier 1
1-4	Teachers use PBIS practices and Pre Referall Forms	Review PreReferal Forms- Meet with teachers to learn more about challenges and teacher relationships with students	consistent use of Pre Referral Forms		Tier 1

1-5	Teachers learn about restorative and anti-racist conversations and practices through mental health provider and RJ lead	provide consistent time at each grade level for students to learn anti-racist and restorative practices, with teacher support and participation	grade level schedules		Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**
School Priority ("Big Rock"): Science Writing, Mathematics and Writing accross the curriculum
School Theory of Change: By Implementing a strong writing program where students are writing in all genres and across the curriculum, students will have the opportunity to get to Mastery in ELA, MATH and SCIENCE
Related Goal(s): All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
	Unpack and understand new ELA curriculum adoption in order to implement with fidelity and rigor	Provide Proffessional Development and Teachers Collaboration Time	Professional Development agendas, classroom walkthroughs show evidence of high-quality implementation		
	Implement Explicit instruction in all components of the writing process within adopted curriculum.	Provide Professional Development in All components of the writing process, genres and conferring protocol	Writing Portfolios accessble in every classroom- All Writing Genres- Confering Schedule		Tier 1
	SCIENCE Notebooking- 100% of teachers will use PLC structure to ensure Science Writing is strong and using Scientific Thinking and Writing in All grade levels.	PD In science notebooking and science- Teaching Scientific Inquiry Cycle TK-5. Principal and Science Leadership Team collect and read science notebooks	Science Note Books are visible and have a logical progression of writing that are NGSS alligned.		Tier 1

					Tier 1
Create a **Mathematics Culture** in your classroom	PD on **Mathematical Mindsets** Book-- Use **Mathematical Practices** that include more student talk and less teacher talk. Students have opportunities to explain their thinking. Positive Norms to Encourage in Math class. Math is about learning not performing.	Schedules both Weekly and Daily indicate times that include number talks, mathematical discussions			

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	ELA
School Theory of Change:	By providing structured and authentic professional development and PLC time to unpack new ELA curriculum in tandem with student data and intervention planning, all students will receive differentiated, high-quality ELA instruction, and tailored Tier 2 and 3 supports will accelerate learning for students who are not yet at grade level proficiency.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*ALL-*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement new ELA curriculum	Provide structured PD/PLC time for teachers to unpack, understand and implement with rigor and fidelity	SRI,- Student Writing Portfolios, Student Writing on Classroom Walls and Bulletin Boards		Tier 1
3-2	ELD Instruction in Small groups	STIP subs and Teacher Training on ELD practices	master schedule with consistent ELD instruction		Tier 2
3-3	teachers will differentiate instruction through small group instruction				Tier 2
3-4	Teacher intervention for student				Tier 3

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority ("Big Rock"):	Professional Learning Communities
School Theory of Change:	By using a clear protocol based tool to look and data to inform instruction and to collaborate in meaningful ways, teachers can use data regularly
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Focal Student Protocol- Teacher Use Data to Inform Instruction for Low Performing Students- Teacher Differentiate Instruction for ALL student with more focus on FOCAL students	Focal Student Conferences with Teachers 3 times a year	IREADY, SRI and SBAC		Tier 3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	ENGLISH LANGUAGE DEVELOPMENT
School Theory of Change:	By continuously developing their language, ELL students will reach English fluence in six years or less.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*ENGLISH LANGUAGE LEARNERS*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	teachers will provide Designated ELD instruction in grade levels based on student's ability as deterrmined by ELD standards	Support creation of master schedule with same time for Designated ELD at each grade level to enable student groupings			
5-2	ELD Instruction in Small groups	STIP subs and Teacher Training on ELD practices	master schedule with consistent ELD instruction		Tier 2
5-3	All teachers learn about best practices for ELLs and ALLs, and implement ELD best practices in their classrooms (Integrated ELD) \	Provide teachers with information/time to learn about and implement these practices in their classrooms			

PROPOSED 2021-22 SCHOOL SITE BUDGET　　　　　**Site Number:**　157　　　　**School:** Thornhill Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)	*How much will this cost?*	*What is the funding source?*	*e.g., 1105*	*Autofills based on the object code.*	*e.g., 1830*	*Autofills based on the position number.*	*e.g., 0.8*	*Link expenditure to a relevant LCAP goal.*	*Link expenditure to an SPSA action.*	*Autofills to identify the action.*
To be allocated in Fall 2021.	$6,075	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	157-1
STIP	$17,968	General Purpose Discretionary	1105	Certificated Teachers' Salaries	3496	STIP Teacher	0.24	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELD Instruction in Small groups	157-2
Academic Internvention STIP	$32,700	LCFF Supplemental	tbd	Enter object code at left.	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Provide structured PD/PLC time for teachers to unpack, understand and implement with rigor and fidelity	157-3
Academic Mentor or STIP	$20,000	LCFF Supplemental	tbd	Enter object code at left.	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Provide structured PD/PLC time for teachers to unpack, understand and implement with rigor and fidelity	157-4
To be allocated in Fall 2021.	$52,700	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	157-5
Professional Development	$24,975	Parent Group Donations	1105	Certificated Teachers' Salaries	0578	Teacher Education Enhancement	0.20	Goal 1: All students graduate college, career, and community ready.	Teachers learn about restorative and anti-racist conversations and practices through mental health provider and RJ lead	157-6
STIP	$26,952	Parent Group Donations	1105	Certificated Teachers' Salaries	3496	STIP Teacher	0.36	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide teachers with information/time to learn about and implement these practices in their classrooms	157-7
STIP	$62,748	Parent Group Donations	1105	Certificated Teachers' Salaries	3824	STIP Teacher	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP subs and Teacher Training on ELD practices	157-8

Strategic Resource Planning (SRP)

THORNHILL ELEMENTARY SCHOOL
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Alicia Streight
Vice Chairperson:	Lorena Cabello
Secretary:	Bonnie Forbes

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member
Steven Daubenspeck	☑	☐	☐	☐
Bonnie Forbes	☐	☑	☐	☐
Richard Thompson	☐	☑	☐	☐
Jennifer Formoso	☐	☑	☐	☐
Sherry Kaetzel	☐	☐	☑	☐
Alicia Streight	☐	☐	☐	☑
Lorena Cabello	☐	☐	☐	☑
Susan Gelbron	☐	☐	☐	☑
Hillary Jurado	☐	☐	☐	☑
Sally Bonini	☐	☐	☐	☑
	☐	☐	☐	☐
	☐	☐	☐	☐

SSC Meeting Schedule: (Day/Month/Time)	Last Thursday of each Month at 3PM

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members